



JOB DESCRIPTION

Job Title: Safeguarding, Early Help and Outreach Officer
Pay Range: SO1 (SCP 23 -25)
Responsible to: Senior Assistant Principal/Inclusion & Safeguarding Leader

Job Purpose

At The Stephen Longfellow Academy we are committed to fostering the physical health and emotional wellbeing of all of our students and support the wellbeing of their parents/carers. The Safeguarding, Early Help and Outreach Officer will be a Designated Safeguarding member of staff and in this role take responsibility for all facets of safeguarding in the day to day running of the academy, under the leadership and supervision of the Senior Assistant Principal (Lead Designated Senior Leader)/Inclusion and Safeguarding Leader. The role will also include working closely with the attendance team and members of the Early Help and Outreach team to promote the wellbeing of students who are absent or persistently absent from the academy, including those with mental health difficulties; working with families who experience barriers to engagement and completing welfare visits to ensure that children and young people not in attendance at school are safeguarded.

The Safeguarding, Early Help and Outreach Officer will also be responsible for working with a caseload of students/families and will provide early help and outreach intervention, which includes formalisation meetings, instigating Early Help Plans and proactively supporting parents/carers to understand and remove difficulties that impact upon the family or lead to critical family situations. The role will entail providing personalised and individual intervention for parents/carers to support engagement with education and to ensure that children and young people are able to build resilience, adaptability and develop the positive mental health needed to face change and challenge. The early help and outreach work with families will be solution focused and provide parents/carers with the tools and skills to affect change, encouraging protective factors within the home environment and remove barriers to student attendance, engagement and progress.

Duties

- Working under the direction of the Senior Assistant Principal/Inclusion and Safeguarding Leader to implement safeguarding, attendance and early help protocols, including supporting the role of the form tutor in promoting the expectations and standards of the academy Alternative Provision Positive Discipline Policy.
- As a designated safeguarding officer promote awareness of matters relating to safeguarding and child protection, including monitoring at risk students, responding to concerns, reporting and recording and liaison with external agencies and referrals to the Local Authority, as appropriate.
- Work alongside senior leaders, form tutors, subject teacher, pastoral staff and external partners, such as commissioning academies to provide ongoing dialogue working as part of a multi-disciplinary team to advocate the best interests of students and their parents/carers.
- Working under the direction of the Senior Assistant Principal/Inclusion and Safeguarding Leader and with the attendance team to prevent persistent absenteeism and to promote punctuality and attendance with parents/carers and families.
- As a designated safeguarding officer lead on all Early Help Plans in the academy, attend current Early Help meetings and lead on and attend child protection meeting, as and when is required.

GORSE

- Provide specialised and targeted support for parents/carers with regards to their environmental context and provide practical support for factors that may impact upon student progress and wellbeing, for example housing and finance.
- Support parent/carers/families with the practical application of family support — providing support for housing applications, application for benefits, financial support, attendance at health appointments etc. Liaison and working alongside external agencies who can offer families and parents/carers practical and financial support.
- Work alongside community groups, such as community hubs and youth groups, to provide collaborative outreach support for students and their families, specifically students who are at risk of social isolation, at risk of permanent exclusion, anti-social behaviour and criminality, Child Criminal Exploitation and County Lines, and gang affiliation.
- Liaising with and working in partnership with external agencies such as the Child and Adolescent Mental Health Services (CAMHS), the National Health Service (NHS), MindMate, Forward Leeds, Rethink, Multi-systemic Team, housing support, Early Help Hub and Children's Social Work Services.
- Working closely with the Youth Justice Service to offer outreach and promote preventative work for students at risk of Child Criminal Exploitation, County Lines, criminal activity and anti-social behaviour and those at risk of social isolation.
- Lead targeted practical support and holistic family support for parents/carers/families of students. Develop, plan and research activities and events available for targeted parents/carers and their families.
- Promote and champion the culture of health and wellbeing at the academy with parent/carers and families, this will include leading staff Continuous Professional Development and training, planning and leading family-based events and activities and engaging parents/carers with parental voice activities.
- Work within an evidence-based structure providing regular reports, impact analysis and data to demonstrate the impact on their caseload and the overall efficiency and impact of this work.
- Under guidance from the Principal and the Senior Leadership Team, engage with vulnerable families in order to formulate a package of support.
- Complete Early Help Plan (EHP) training (as applicable) in order to assist and lead on EHPs.
- Build a trusting relationship with the parents/carers and families to help alleviate or break their social isolation, increase engagement with education and external agencies and empower parents/carers to access support, when needed.
- Undertake home visits and welfare checks to engage parents/carers and to provide additional practical and emotional support.
- Act as a point of contact in the academy for parents/carers and families in need of practical support.
- Support families and assist where required with transportation, supporting letters for professional bodies, applications for housing and for benefits, such as DLA, bus passes and uniform.
- Maintain regular contact with families of children receiving support to encourage positive family involvement in their child's learning.
- Develop a range of activities and initiatives aimed at engaging families who may be considered hard to reach or at risk of social exclusion.
- Map and analyse the parental/family needs specific to particular demographics of the academy cohort.
- Work closely with commissioning schools and partners to improve student attendance, outcomes and progress.
- Maintain record keeping in accordance with the policies and procedures of Gorse and the academy, including tracking and monitoring of caseloads, frequency of contact, record keeping on CPOMS, quality assurance of family support work and providing case studies.
- Be aware of, and comply with, policies and procedures relating to child protection, health and safety, confidentiality and data protection.
- Ensure information is reported to the Designated Senior Leader and Inclusion and Safeguarding lead, as appropriate.
- Be aware of, and support, differences to ensure equality of opportunity for all.
- Support the wider administration and pastoral teams, as required and undertake any other duties commensurate with the grade of the post.
- Perform other relevant tasks as directed by senior leaders.

- Work in partnership with, and across, other Gorse Academies as required.
- Support student off-site activities/ visits when required.

Values and Ethos

- Promote Gorse and the academy vision, values and ethos in which exceptional standards of conduct and high aspirations are expected from all members of the academy community.
- Adhere to The Gorse and The Stephen Longfellow Academy core principles, policies and procedures, including those relating to the safeguarding of children and young people, data protection and confidentiality.
- Ensure that safeguarding and the welfare of students is at the forefront of professional practice and that matters of a safeguarding nature are reported and actioned in a timely manner, in accordance with safeguarding policies and procedures.
- Have high expectations of and for children and young people, which includes a commitment to ensuring that they can achieve their full academic potential.
- Celebrate the diversity of the academy community, promote inclusion and ensure that there is an equality of opportunity for all students, parents/carers and their families.
- Positively promote the academy rewards procedures in accordance with the Alternative Provision Positive Discipline system and policy.
- Work in collaboration with members of staff and academy partners to ensure transparency and clear lines of communication in order to provide high standards in all matters related to health and wellbeing, for both staff and students.
- Evaluate individual performance and be committed to improving professional practice through the Trust appraisal process and through a commitment to Continuous Professional Development and training.

Key skills

- Work independently and efficiently to prioritise caseloads in order to manage workload and meet deadlines.
- Ability to communicate effectively and develop understanding of the health and wellbeing strategy to students, parents/carers and partners, which will include the promotion of the coaching and counselling service.
- Adhere to appropriate professional boundaries and confidentiality, whilst maintaining positive relationships with students and parents/carers.
- Exceptional interpersonal skills working with staff, students, parents/carers, external agencies and partners.
- Provide consistent and levels of support to all parents/carers of students across all phases, planning and responding appropriately to individual family needs.
- Able to problem solve, work independently and with innovation to provide family centred and focused
- Skills in restorative practice to promote positive relationships within the academy and with parents/carers and their children.
- Capability to apply techniques and strategies to improve and support parental engagement, self-esteem, resilience and independent thinking.
- Work supportively and in partnership with commissioning academies.
- Assist with the development and implementation of Individual Education and Behaviour Plans.
- Promote inclusion and acceptance of all students, parents/carers/families in a non-judgemental manner.

Personal Responsibilities:

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.
- To complete AM, Break, Lunch & PM duties as required by the Principal.

Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.

Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.

PERSON SPECIFICATION

Criteria	Essential/ Desirable
Qualifications	E/D
5+ GCSE C/4 and above (or equivalent) including English and Mathematics.	E
Have or working towards a relevant Level 3 qualification	E
3-day Designated Safeguarding Officer training	E
Local Authority training in Early Help processes – 1 day training	D
Qualifications related to working with children and young people or families	D
Full clean driving licence	E
Knowledge and Skills	E/D
• Knowledge of Early Help and formulation processes	E
• Knowledge of safeguarding policies and procedures surrounding children and families	E
• Knowledge and understanding of factors that affect the Social Emotional and Mental Health of children and young people	E
• A passion for making a difference and for changing the lives of the most disadvantaged and at-risk children, families and communities	E
• Knowledge of the different services and agencies available nationally and locally to support children and families.	E
• Knowledge of attendance procedures and children missing education	D
• Excellent interpersonal and communication skills	E
• Good negotiation skills and an ability to gain trust of parents and carers	E
• Effective team member	E
• Drive, determination and a resilient attitude	E
• An ability to problem solve and be solution focused	E
• Active listener, able to be empathetic and understanding	E
• Willingness to participate in the life of the academy	E
• Excellent time management skills and organisation	E
• ICT skills and an ability to interpret data	E
• Ability to have good working relationship with teachers, support staff, parents/carers and children	E
• A calm and considered approach in challenging circumstances	E
• Accurate record keeping skills and ability to write reports	E
• Highly motivated and committed to the ethos of the academy	E
• Ability to meet deadlines under pressure	E
• Able to work independently and using your own initiative	E
• Ability to take direction and accept management advice	E
• A good understanding of Alternative Provision Positive Discipline (APPD) and the high expectations of the academy	D
• An understanding of what an Alternative Provision setting is and why the work of the academy is important.	E
• A non-judgmental approach and unconditional positive regard	E
Experience	E/D

Criteria	Essential/ Desirable
Qualifications	E/D
• Experience of working in a safeguarding role and providing early help for children and families	E
• Experience of working with families, parents/carers in a formal context	E
• Experience of multi-agency working	E
• Experience of working with children and young people with behaviours that challenge and/or Social Emotional and Mental Health difficulties	D
• Experience of outreach work and making home and welfare visits	E
• Experience of directly working to support families to affect change	E
• Experience of working with a variety of external agencies to support children and families, including Children's Social Work Services	E
Continuous Professional Development	E/D
• Evidence of commitment to Continuing Professional Development	E
Other Conditions	E/D
• Enhanced DBS Clearance	E

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